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ABSTRACT

This five-part essay sets out various achievement goals for higher education institutions and educators. The first paper, "Guidelines in Higher Education," lists the criteria for encouraging broad faculty participation in the decision-making process, improving the quality of human relations, encouraging scholarly pursuits among faculty members, organizing the curriculum, reaching beyond accrediting agency standards, and selecting competent personnel. The premise of "All Educators Should Be History of Education Specialists," is that many older pedagogical concepts and theories are still relevant and can be adapted to today's needs. In the third paper, titled, "Staff Development in Higher Education," the importance of staff development programs, through either management-centered inservice approaches or instructor-centered personnel improvement models, is discussed. In "Achievement in Student Teaching," the importance of the student teaching experience not only to the student-teacher but also to the classroom pupil is examined. The final paper, "Decision Making in Higher Education," calls for a democratic process in which all faculty members have ample opportunities to be involved in the decision-making outcomes. (Contains a total of 38 refrences.) (CH)

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GOALS IN HIGHER EDUCATION

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GUIDELINES IN HIGHER EDUCATION

Each institution needs to develop guidelines to function effectively. Higher education is no exception. Without guidlines or criteria to operate by, higher education might well become anarchic in its intentions. The opposite extreme might occur also. Thus, a college or university might be ruled hierarchically in an inconsistent manner. Democracy in higher education necessitates the development of clearly stated standards. The standards are developed by those who will be affected by their implementation. With an inadequate number of standards, no system is in evidence for the making of decisions. Too many standards might well hinder creative endeavors and developments.

Discussion Within Large Group or Committee Endeavors

Criteria need to be developed when discussions are held to explore ideas as well as to solve problems. The chairperson must truly be a leader of quality. He/she needs to respect all persons in the group. The chairperson should face all participants when serving as a leader. Facing one side of the participants only, might well make for a lack of participation by others in the group setting. Thus, the chairperson should

1. encourage all to participate.
2. keep participants on the topic.
3. emphasize no one dominate or refrain from participating.
4. follow standards, such as Robert's Rules of Order when leading a discussion.
5. speak clearly so all can hear, but not in an excessively loud manner.

Within meetings, be it divisional or committee endeavors, each person should be accepted as having much worth. Being ignored or

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minimized has no value in achieving quality ideas in a discussion setting. A chairperson has tremendous responsibilities to secure contributions from all faculty members in an accepting manner. To have a few favored individuals make all the contributions does not make for a consensus or group agreement.

Railroading agreements fail to meet criteria for quality meetings. To secure the best motions and agreements, time for adequate deliberation is a must. It takes ample time to discuss ideas in depth, rather than survey methods. The writer when in a divisional meeting observed one faculty member make the nominations for who should be on the curriculum committee, the faculty senate, the general education representative, as well as who would represent the division on the council on teacher education. These are the four key positions to represent the division for the university. After the one faculty member made the sequential nominations, each was quickly approved by unanimous acclimation. Other faculty members quickly approved the first nomination made for each of these positions. Thus one person, from among twenty-five faculty members, secured the four key representatives to represent the division within a five minute time interval. Careful consideration indeed must be given to each agenda item for discussion if a meeting has any worth whatsoever.

An agenda is a must for any purposeful meeting. A chairperson can railroad motions through for approval unless an agenda is in the hands of participants two to three days prior to the meeting. Faculty members need time to gather needed information and analyze its contents. Analytical and creative thinking is needed pertaining to each item on

the agenda. Each participant should have ample opportunities to provide input into the agenda. Low achievement at a divisional meeting may be an end result of a hastily presented agenda.

Division heads need to respect each faculty member. When developing a new curriculum for elementary education majors, a division head accused a faculty member of making up concepts such as the separate subjects, correlation, fused, and integrated curricula. The concepts were listed on a course proposal for the new elementary education curriculum. The division head said to the total faculty that the course writer wrote terms (concepts) that do not exist. Division heads need to be

1. knowledgeable and interested in the elementary education curriculum, as well as other curricula which are the responsibility of the division.
2. tactful and sincere when conducting a discussing in a divisional meeting.
3. quality individuals in critical thinking and problem solving.
4. leaders in developing different curriculum areas.
5. skilled in leading discussions of excellence within the division.

Human Relations

Quality relations among administrators and faculty members are a must. It is sad if people fail to communicate effectively with others. If communication fails, relations among administrators and faculty members falter. Achievement then might go by the wayside. Too many seeds have then fallen upon stony soil, rather than upon good soil where productivity, growth, achievement, and progress can occur.

Administrators may well present models in human relations for others to follow. An administrator that has a chosen inner circle of two or three colleagues among faculty members in a division nlimits

opportunities for positive feelings to develop and endure. The two or three colleagues may receive favored time schedules for their classes, well supplied quality classrooms for instruction, reputable committee appointments, as well as secure adequate attention during break time during the day to discuss vital decisions within an academic division. Mistrust from other faculty members in the division may be an end result.

Heads of academic divisions need to possess personalities which permit and invite communication with all of its faculty members. Too frequently, a division head is limited in terms of the numbers of faculty members in a division with whom he/she can successfully work with. A lack of interactive skills and attitudes is in evidence. The writer believes that administrative heads of divisions should be screened prior to employment as to who can/cannot work effectively with others. Achievement among faculty members, no doubt, goes downhill as deficient personalities exhibit negative feelings and attitudes.

To develop positive relationships, division heads and faculty members need to

1. know and understand each other well. Ample opportunites need to be given to interact with each other in an academic as well as social setting.
2. eliminate biased and prejudiced feelings toward others. Too frequently, individuals do not believe the self to possess beliefs of ethnocentrism. Each person needs to study culture and diverse cultures in society. All need to be accepted as having much worth and value.
3. accept the self to be prejudical to others and work in the direction of overcoming negative feelings toward all individuals.

Harmonious creative relationships are vital among members within a division. The end result should be better teaching, quality scholarship, and higher achievement in general.

Division heads need to utilize the talents of all to secure the best higher education curriculum possible. He/she should not ignore highly capable and knowledgeable faculty members for prestigious committee appointments. Thus, a faculty member who has demonstrated quality teaching, engages in research and writing, as well as speaks at academic professional meetings, should be appointed to a committee of his/her expertise by the division head. Ignoring people is undesirable in a democratic setting.

Writing and Scholarly Pursuits

Higher education has emphasized as a major objective that faculty members write and publish scholarly publications, be it journal articles or textbooks. Faculty members may be promoted in rank due to publication of scholarly content.

Selected leaders in higher education continue to emphasize the importance of faculty members concentrating on teaching only and not on research. Teaching and instruction then become the only objective for faculty members to pursue in higher education. Others in higher education believe that both research and teaching harmonize, with neither necessarily receiving priority. Thus what is pursued in scholarly research might well become content for teaching students in higher education.

The writer is a strong advocate of faculty members engaging in research and writing, if abilities permit such as in writing professional journal articles and textbooks. There are many reasons for advocating research and writing. Among others, these include

1. personal satisfaction of seeing one's own manuscripts published.
2. a reward system whereby reinforcement is experienced for effort put forth.
3. recognition for being a published writer of professional materials.
4. evidence to support moving upward to a higher rank and salary.
5. the use of talents and abilities possessed.

Writing for publication consideration takes up valuable time which could be utilized in a different way, including recreational purposes. Other faculty members may be jealous of the one who is able to get manuscripts published. The writer has listened to faculty members make statements, such as the following of those who write:

1. faculty members who write are poor quality instructors.
2. journals publish anything that is written.
3. writing distracts from being well prepared for teaching students.
4. one can get promoted just as soon by not writing.
5. I teach well so I don't need to write.

Writers of professional content for publication need to be highly determined individuals. They need to persevere regardless of comments made by others. What is researched can be very useful in providing content for teaching. When researched content is written or typed using a word processor, subject matter is used and applied. Thus, increased opportunities for retention of content should be a salient end result.

The actual act of teaching students should be highly rewarded by faculty and college/university administrators. Unfortunately, this too

often is not the case. Few attempts are emphasized by colleges/ universities to improve the quality of instruction.

Appraising Teaching Performance

Faculty members need to possess intrinsic motivation to improve the quality of instruction. External methods of appraisal should also be in evidence.

College/university students should have opportunies to evaluate the instructor's knowledge, skills, and attitudes toward teaching. A standardized or university developed form to appraise instructor performance shouild have clearly stated items for students to respond to, regarding the quality of instructor performance. A major problem pertaining to student appraisal of the quality of classroom instruction is a lack of accountability. Thus a student may mark an instructor low on an item, such as "explaining subject matter clearly to students." In reality, this may not be true. The student is not asked questions about his/her ratings given on any one item. The student then returns the completed evaluation form to the monitor of the appraisal process. Better it would be if the student would give reasons and examples of why specific ratings were given. In this way, a faculty member has a better chance to improve the quality of teaching. The faculty member, however, does receive general feedback from students in terms of how the latter perceived the goodness, badness, or neutrality of classroom instruction. The following areas, among others, of faculty member evaluation by students, are on the Idea Report [1]:

A. Promoted Teacher Student Discussion.
B. Encouraged Students to Express Themselves.

C. Demonstrated the Significance of the Subject.
D. Clearly Stated Objectives of the Course.

Students then rate the instructor on a five point scale.

The writer recommends utilizing video-taping procedures in emphasizing faculty growth and development in classroom teaching. Thus, each faculty member would have his/her teaching videotaped at selected intervals. After a video-taped presentation, the instructor and a consultant or colleague would appraise the quality of teaching. Criteria to look for when appraising teaching performance could be the following:

1. apparent interest of students in subject matter presented.
2. depth teaching emphasized, rather than survey approaches.
3. inductive methods of instruction stressed.
4. sequence of subject matter presented to provide optimal student progress.
5. problem solving approaches encouraged.

A followup lesson, video-taped, could be presented by the same instructor using the agreed upon criteria stressed above. Each video-tape could be dated to show hoped for progress with additional presentations by the instructor.

Purposes for video-taping would be the following:

1. to improve the quality of instruction.
2. to make evaluation procedures meaningful and non-threatening to participants.
3. to have active participation by the involved instructor to improve the curriculum.
4. to emphasize intrinsic motivation in teaching and learning situations.
5. to provide a means for rewarding good teaching without politicizing what transpires.

Faculty members individually need to discuss with a consultant or colleague why a specific approach in teaching should be changed or

modified. Then, remediation can follow with newly designed, recommended strategies of instruction. Leatherman [2] wrote the following:

> In a report it hopes will lead to fundamental changes in the way professors are rewarded, the Carnegie Foundation for the Advancement of Teaching has called for an expanded definition of faculty scholarship that would include teaching and other activities.
>
> This report, scheduled to be released this week, has stirred interest among higher-education officials since a draft of it was first discussed in April (The Chronicle, April 11). But many remain skeptical about whether the changes it recommends will come soon.
>
> The report, "Scholarship Reconsidered: Priorities of the Professoriate," came amid widespread discussion about the need to improve undergraduate teaching and amid growing faculty discontent with an academic system that many feel rewards professors mainly for their research and publications. (An earlier version of the report was called "The New American Scholar.")
>
> The report proposes that scholarship be defined as having four components:
>
> The discovery of new knowledge;
> The integration of knowledge;
> The application of knowledge; and
> Teaching.

Organizing the Curriculum

Numerous approaches in organizing the curriculum are available. One approach is the separate subjects organizational pattern. For example, a history instructor may teach courses pertaining to the medieval period of time. The academic discipline of history only or largely, is being emphasized in teaching-learning situations. There are definite advantages in emphasizing a single academic discipline in a course. Depth teaching of facts, concepts, and generalizations is usually possible. With depth instruction, students with instructor guidance are given time to penetrate acquired knowledge through critical and creative thinking, as well as problem solving. Time must be

available to emphasize depth or intensive teaching. Students are then able to view knowledge from diverse perspectives in depth teaching, as compared to survey approaches.

With the separate subjects plan of organization, each academic discipline has its own sequence. Sequential content then is inherent within the subject matter being emphasized. Thus in history, chronological time provides its own sequence. Events occur on a continuum in terms of time intervals.

Methods of acquiring content in a specific subject area can be emphasized utilizing the same approaches as is practiced by the academician in his/her area of specialty. In history, the academician secures knowledge through primary and secondary sources. Generally, inductive procedures are utilized in knowledge acquisition by the academician in his/her subject matter specialization area.

A second means of organization the liberal arts curriculum could be correlation. A teaching team of a historian and a geographer could plan together the objectives, learning opportunities, and appraisal procedures for teaching a given set of students. History and geography might then be correlated. Perhaps, history would serve as the organizing center with related geographical content emphasized. In this way, history could still emphasize its academic sequence with chronology of time stressing order of content taught. Relating content more so than the correlated approach emphasizes fusion of subject matter. A team of faculty members consisting of a historian, a geographer, and a political scientist might plan ends, means, and appraisal procedures for teaching-learning situations. Teaching, as a concept, would emphasize

fusing or relating the three above named academic disciplines. Relationship, not separation of subject matter areas, would be paramount. Instructors on a team emphasizing fusion, as a way of organizing the curriculum, would then place major emphasis upon students relating vital facts, concepts, and generalizations from history, geography, and political science.

A fourth philosophy in organizing the higher education liberal arts curriculum stresses an integrated approach. One academic discipline could serve as the core of the identified liberal arts course. Other disciplines can be brought in as needed and as it is good to do so. Thus the social sciences, the fine and practical arts, science, mathematics, and the humanities may be related to the core course being taught. Integration of content is a major goal. Undergraduate students are to perceive subject matter, not within separate boundaries and borders, but as a unit or gestalt. Lecures, discussions, problem solving, audio-visual presentations, and reports by students individually and within a committee emphasizes viewing and perceiving subject matter from its diverse manifestations. Integration of content then becomes a major goal.

Organizing the liberal arts is a concept which needs study, analyzing, reflection, and decision-making to develop courses of study emphasizing quality and excellence. Students need to have opportunities to study a course from the philosophy of a separate subject, as well as other courses might well stress correlation, fusion, and integration. Knowledge that is related will, no doubt, be retained more so than fragmented content consisting of isolated facts.

Accrediting Agencies and the University Curriculum

Numerous accrediting agencies, be it national or state, develop criteria and appraise the university curriculum upon invitation. Thus the National Council for the Accreditation of Teacher Education (NCATE), the North Central Association (a regional agency), and the Department of Elementary and Secondary Education (DESE in Missouri) are examples of agencies which accredit the curriculum of a university after the latter has made a thorough self-study. Much time, money, and effort go into the self study. NCATE [3], for example, lists the following areas of self study by the university, followed by their accreditation team making a visit to appraise and evaluate:

I. A. Design of Curriculum
I. B. Delivery of the Curriculum
I. C. Content of the Curriculum -- General Education
I. D. Content of the Curriculum -- Specialty Studies
I. E. Content of the Curriculum -- Professional Studies
II. A. Clinical and Field-Based Experiences
II. B. Relationships with Graduates
II. C. Relationships with Schools
III. A. Admission
III. B. Monitoring Progress
III. C. Advisory Services
III. D. Completion of Program
IV. A. Faculty Qualifications and Assignments
IV. B. Faculty Load
IV. C. Faculty Development
IV. D. Faculty Evaluation
V. A. Governance
V. B. Resources

Each of the above named areas has clarification in terms of standards desired by NCATE.

NCATE generally spends three days visiting and appraising a university campus. Their committee members visit with the administration, selected faculty members, and students to secure

information about the quality of instruction and governmental policies of the university. The self-study of the university in its ultimate form is voluminous. The NCATE visitation team reads and appraises the self-study report. They assess to see if the university carries out what it said it would in the self-study. However, no attempt is made, in general, to appraise the quality of instruction in diverse course offerings.

The heart of any system of evaluation of university curricular offerings must include to perceive if

1. faculty members are teaching classes in their academic area(s) of specialty. The academic area of specialty would pertain to the major in the faculty members degree from an accredited university.
2. faculty members prepare thoroughly for each class taught.
3. faculty members have the needed media, materials, and supplies necessary to do a good job of teaching.
4. faculty members are not overloaded in courses taught and students' advised. Overloading an instructor may well cause poorer quality teaching.
5. faculty members have adequate time to engage in research and writing.
6. faculty members are funded adequately to attend professional meetings in their area of academic expertise.
7. faculty members demonstrate competency in their academic area.
8. faculty members demonstrate excellence in the utilization of relevant methods and materials of instruction.
9. faculty members have developed quality syllabi for each course taught.
10. faculty members utilize diverse means of appraisal to find out what students have truly learned.

Accrediting agencies have their definite roles and responsibilities. However, the quality of teaching by each faculty member is paramount. Accrediting agencies do not have the time nor the money to appraise the quality of each faculty member's teaching. Thus, it behooves any university to improve the quality of teaching through appropriate methods of diagnosis and remediation.

Competence in Decision-Making

Many decisions are made daily on a university campus. Those who make decisions need vital updated information. They need to implement decisions of excellence while still realizing human beings have feelings and wish to have attitudes of esteem and belonging. Universities need to be careful as to who makes decisions which have broad ramifications. Thus, for example, a president and his/her dean must not be the sole deciders if the university should drop its four year B.S.E. degree in teacher education and have a fifth year Master of Arts program only. Nor should a close group of instructors develop degree programs outside their area of expertise. Thus, for example, a group of educators developing or revising an elementary education degree program should have their degrees and had teaching experiences on the elementary school level. A group of closely knit professors of school administration then should not be in charge of writing and implementing an elementary education degree program on the university level.

If faculty members outside their academic areas of specialty develop a degree program, unusual programs may develop. Thus to replace student teaching, an internship program is worked out. The intern, having had no previous teaching experience, is to start the intership immediately with actual classroom teaching. Assistance is to be given the interns from a mentor. The mentor teacher assists the intern as he/she has time to do so. Otherwise from beginning to end of the internship, the intern immediately from the beginning assumes full time teaching responsibilities. A situation such as this is unrealistic in that the preservice teacher or intern needs readiness experiences prior

to the actual teaching of students. Thus the intern should have ample opportunities to observe the regular classroom teacher teach students. The intern should know where equipment, materials, and aids are located to provide quality curriculum for students. The best curriculum in higher education should be available to students on college/university campuses.

In Closing

To develop quality in higher education, the following criteria were discussed:

1. broad participation is a must in the decision- making arena.
2. quality human relations need to be in evidence.
3. encouraging writing and scholarly pursuits of faculty members.
4. effective means in appraising faculty members performance in teaching need to be in the offing.
5. selecting efficient means of organizing the curriculum.
6. going beyond recommendations of accrediting agencies.
7. selecting competent faculty members and administrators.

Selected References

1. Center for Faculty Evaluation and Development in Higher Education, 1976.

2. Leatherman., Courtney. The Chronicle of Higher Education. December 5, 1990. Washington, D.C.

3. NCATE. Standards, Procedures, and Policies for the Accreditation of Professional Education Units. Washington D.C.: NCATE, 1987, pages 37-51.

ALL EDUCATORS SHOULD BE HISTORY OF EDUCATION SPECIALISTS

I believe strongly that all teachers, principals, and superintendents should be highly knowledgeable about and students of the history of education. Why? I will give five major reasons for my beliefs. These are the following:

1. one needs to discern and evaluate what speakers say when talking about educational endeavors. For example, recently one speaker at a national social studies convention stated that public schools had not changed in the last 150 years. A statement such as that certainly lacks credibility in comparing schools from the years 1846- 1996. One has only to observe one item such as computer use in schools to notice rapid changes that are occurring in teaching and learning. Ediger (1995) lists and discusses the many innovations in education that have been tried in the US rather recently. The list is indeed long!

2. one needs to appraise what has transpired in the past and is now called a "new idea" in the curriculum. Cooperative learning presently is being emphasized as an innovative concept in teaching pupils. Actually, cooperative learning has a rather lengthy history. As early as 1896, John Dewey in his laboratory school at the University of Chicago stressed pupils working in committees to solve lifelike problems. This was at a time when most schools were stressing much rote learning by pupils. Drill was a major method of teaching pupils in the latter 1800's and early 1900's.

Joseph Mayer Rice, trained as a medical doctor and changed careers to being an educator, did research on the amount of time that schould be spent on teaching of spelling. His results indicated that pupils did as well with fifteen minutes of spelling instruction as compared to forty minutes of drill and rote learning per day. Dr. Rice developed the first modern achievement test in the US. He visited many schools in th US in the 1890's and refuted the heavy use of drill and memorization in teaching pupils. These findings were written up in 1897 in the Forum

of which he served as editor (Edwards and Richey, 1963).

3. one needs to appreciate that quality educational ideas for teaching were stressed early in the history of education. Plato in the fifth century BC advocated schooling for all Athenians in ancient Athens. It is true that he stressed dividing people into three categories –rulers, warriors, and artisans - as a result of schooling. However, Plato did emphasize universal education for all Athenians.

4. one needs to study the history of education to notice if something worthwhile in the past should be advocated today to improve the curriculum. There, no doubt, are past writings of educators that have not been located that truly would assist in improving the curriculum if the contents were available.

5. one should be knowledgeable and appreciate how the profession of education developed in time and place. This information has intrinsic value for its own sake as well as utilitarian worth for each and every person interested in teaching pupils. Teachers, principals, superintendents, and university professors in education need to learn from the past and make modifications to improve teaching and learning. Readers need to remember times and places change from then to now when appraising ideas from the history of education.

Modern Approaches in Teaching from the Past

Much emphasis presently is placed upon having parent- teacher conferences. The purpose here is to discuss with the parents what can be done to assist their offspring to achieve more optimally. Specific areas of strength need to be identified and rewarded of the pupil's progress. Certainly, a parent- teacher conference must pinpoint areas of strength of the learner as well as where assistance is needed to overcome deficiencies. Good human relations are musts for the conference. Cooperation is needed for teachers and parents to work harmoniously together. Epstein (1995) is a leading advocate today of teachers and parents working together for the good of the child. She discusses six levels of parental involvement in schools. These are the

following:

1. schools should assist parents to develop a home environment which supports pupils as students.
2. there should be school to home and home to school communication about each pupil's progress.
3. schools should recruit parent help in the classroom.
4. parents should have information on how they might help their children with schoolwork at home.
5. parents should be involved in decision making about their child's curriculum.
6. schools and parents need to work together in using resources from the community to provide a better education for the child.

In the sixteenth century, Richard Mulcaster (Eby, 1952) was a leading advocate of parent- teacher conferences "to see them (the children) well brought up." He even advocated that all those who have interest in children participate in the conference. The community was welcomed to take part in these conferences. Mulcaster stressed that which educators are advocating today. There needs to be broad participation of the lay public and professional educators to help learners do as well as possible in school and society.

A very recent journal article stresses a similar approach pertaining to "Safe, Disciplined, Drug- Free Schools" (US Department of Education, 1995). The drug free emphasized policy states the following;

> Create a policy that, when implemented and enforced, will create a safe, disciplined, and drug free environment. A sound overall policy should cover discipline as well as TOAD (tobacco, alcohol, and other drugs). The community —parents, students, law enforcement, and social service personnel, as well as educators - should have input in creating it; the more people involved, the more support you have to enforce it. Once outlined, it must be clearly stated, jargon free, with appropriate consequences specifically spelled out. Make it clear that it applies to everyone – students, staff, parents, and community members.

In the direct quote above, the writers recommend broad participation by all living within a community. In the sixteenth century,

Mulcaster also emphasized that conferences be held by all those interested in having children do well in school and society. What is advocated presently in education has its roots in the past. The recommendations to improve educational opportunities for pupils might even stress a repeat of excellent thought in education of earlier times.

The Practical versus the Academic

Presently, a debate is going on among educators in terms of useful knowledge versus academic content to learned by pupils. Selected educators advocate teaching the academic areas only or largely. Sophisticated knowledge from the academics seems to be associated with having more prestige as compared to the useful. The functional and the utilitarian have a rather lengthy history in terms of separating the vocational people from those rising higher on the different income levels in society. The actual reason for this happening has never been explained. Why should the vocational curriculum have less merit as compared to the academic areas? Why do vocational courses lack rigor as compared to the academic areas particularly such areas as physics, chemistry, biology two, trigonometry, and advance algebra, among others? Or, is this merely a feeling that lay people possess? Certainly, vocational classes can be developed into becoming demanding courses in terms of inherent objectives, learning opportunities, and appraisal procedures for pupils.

Benjamin Franklin established the academy in 1751 in what is now the United States. A major purpose of the academy was to stress what is useful and functional to learners. Thus pupils could take course work in agriculture, navigation, teacher training, gardening, and surveying. Academic classes were offered also; emphasis was placed upon subject matter that pupils could use and not learned for its own sake. Good and Teller (1973) wrote the following:

> The conflict between the older classical studies and the rising realist education grew out of various causes. There was social discrimination favoring the classically educated professional classes and

against those in the practical vocations. The belief in the superior disciplinary effects of the classical studies was met with skepticism. It was pointed out that many college men were impractical theorists and dreamers.. The needs of a new country were set against the long and honorable history of classical education. Realism was brought in from abroad in the ideas of Comenius, Locke, and William Penn. Penn, in several ways anticipated Franklin who, however, cited other authorities.

It appears today that the battle has not been resolved pertaining to the superiority of learning subject matter from the different academic disciplines versus a practical kind of education for pupils. The former is perceived superior to the latter. Perhaps, the two plans of education for pupils need integration in which both are studied and become integrated and useful. Certainly, subject matter from the academic disciplines should not be inert, but useful in numerous situations, including the vocational areas.

The Interdisciplinary Curriculum

The interdisciplinary curriculum is receiving considerable emphasis in the curriculum. Numerous speakers and writers in education praise the worth of an integrated as compared to a separate subjects curriculum. Advocates of the integrated, interdisciplinary curriculum believe that knowledge is related rather that being compartmentalized. Thus in society, people use what is necessary to solve identified problems, regardless of the academic discipline(s) involved. Then too, educational psychologists have long adhered to learners remembering better what has been learned if the content therein is related to previously acquired subject matter.

There have been numerous educators in the past who stressed strongly that teachers relate subject matter and pupils integrate what has been learned. One educator who stressed integration of content was Johann Friedrich Herbart (1776-1841). In his four steps of flexible teaching in lesson plan development, Herbart advocated the following (Cole, 1950):

His first step in starting a new topic is to recall to the children's minds any relevant facts they already know, by stirring their interest in the matter to be presented, and by showing them numerous objects, pictures, or other representations. That is, there should be a period of preparation of the pupils' minds to receive any matter, so that the already established ideas may facilitate the new ones as much as possible....

In the second stage, pupils and the teacher are together to proceed by association from the specific bits of knowledge furnished by the observation or memory to the level of general ideas.... During this second stage, the teacher guides the children's efforts to separate the general from the specific, but he does not instruct. He talks with and interrogates the children... During the third stage, the teacher begins to expound at greater length, to add what the pupils could not find out for themselves, to point out additional relationships, and to systematize and synthesize the data offered by the children.... The fourth stage, in spite of its varying misleading names, consists merely in an application, by means of definite exercises, of the knowledge acquired through the first three stages.

Herbart conducted a teacher training school in which his philosophy of education was emphasized. Lesson plans developed by students with the four flexible steps of teaching were then to be implemented in actual pedagogical situations.

Activity Centered Curricula

Activity centers versus subject centered curricula have experienced a long debate in the US and abroad. A doing approach in learning was stressed very strongly by William Heard Kilpatrick (1871- 1965), late professor of Columbia University, in the 1920's. Dr. Kilpatrick stressed the project method in teaching pupils. The learner here was actively involved in accepting a purpose in the project method. The purpose stressed a goal accepted by the pupil to realize. The teacher served as a guide and motivator, not a dispenser of information or subject matter. In context, once a pupil had decided upon the goal to develop a certain project, he/ she would plan how to achieve the goal. The plans were made clearly so that the pupil knew what was involved in doing the project. The pupil then carried out the devised plans to achieve the

accepted goal. Finally, the pupil with teacher guidance would develop a set of evaluation standards whereby the project could be evaluated. Atkinson and Maleska (1965) wrote the following:

The idea of the project was not altogether original with Kilpatrick as it had already been used in teaching courses in agriculture. The project had previously taken the form of application of principles learned in school, on the farm, or at home.The vitality of this practical instruction encouraged Kilpatrick to make a broader application of the project as a general method of teaching. In doing this, he stressed motivation — his critics, incidentally claimed he overstressed it. Kilpatrick described the project as any unit of purposeful activity where the dominating purpose fixes the aim of the action, guides its process, and furnishes its drive in inner motivation.

Kilpatrick was much concerned about democracy in the school setting, not only for teachers and administrators, but also for children. Democracy, according to Dr. Kilpatrick, emphasized government from within the group rather than from without. An activity centered classroom would stress heavy pupil involvement with the learner engaged in what to make, construct, learn, and do with teacher guidance.

Related directly to the activity centered curricula advocated presently is a hands on approach to learning. Most educators are very strong in stressing a hands on approach to learning in all curriculum areas.

Hands on Experiences Philosophy of Teaching

Johann Friedrich Pestalozzi (1746 – 1827) was a strong advocate of using objects in teaching. His methods of teaching stressed the object lesson. In arithmetic, pupils used manipulative materials in addition, subtraction, multiplication, and division. In Pestalozzi's day, rote learning and memorizing were major methods of instructing pupils. Pestalozzi emphasized a meaning approach in teaching pupils. Thus in reading instruction, learners viewed objects directly related to what was being read. In oral communication, the object viewed by pupils provided

the setting for oral use of language; pupils discussed ideas pertaining to what was being observed in terms of objects.

Friedrich Wilhelm Froebel (1782 - 1852) was an even stronger advocate of a hands on approach to learning as compared to Pestalozzi. Froebel had definite objects crafted to use in teaching his kindergarten pupils. One set of objects were named gifts. The gifts included model cylinders, spheres, lines, points, planes, cubes, and rectangular solids. Pupils were to manipulate these gifts. Learners were to be creative in making some item from the gifts such as houses, barns, outbuildings, among others. The teacher was a guide and helper when pupils developed creative scenes from the gifts. In addition to gifts, Froebel emphasized using occupations. Occupations stressed using items whose form or shape could be changed. Stringing beads to show a pattern or design by pupils stressed using occupations. Cutting snow flakes from folded paper further emphasized Froebel's thinking on having pupils interact with occupations as a hands on approach in learning. Additional procedures included pupils drawing dots on paper to make a design or carving objects from wood. A third activity advocated by Froebel for kindergarten pupils was the mother play song. Here, pupils stood in a circle and dramatized what was sung. For example, pupils individually dramatized taking care of a garden when singing related words. Creativity was a key concept in Froebel's philosophy of instruction. Cubberley (1948) wrote the following:

> The dominant idea in the kindergarten is natural but directed self activity, focused upon educational, social, and moral ends. Froebel believed in the continuity of the child's life form infancy onward, and that self activity, determined by the child's interests and desires and intelligently directed, was essential to the unfolding of the child's inborn capacities. He saw more clearly than anyone before him had done, the unutilized wealth of the child's world; that the child's chief characteristic is self activity; that the desirability of the child finding himself through play; and that the work of the school during these early years was to supplement the family by drawing out the child and awakening the ideal side of his nature. To these ends doing, self activity, and expression became fundamental to the kindergarten, and movement, gesture, directed play, song, color, the story and human activities a part of

kindergarten techniques. Nature study and school gardening were given a prominent place, and motor activity much called into play. Advancing far beyond Pestalozzi's principle of self - impressions, Froebel insisted on motor activity and learning by doing.

A rather early advocate of modern approaches in hands on learning experiences was Marie Montessori (1870 -1952). Montessori schools are somewhat popular today in the US. To truly be a Montessori school, the approval presently has to come from the American Montessori Association, a national accrediting agency. Marie Montessori had definite materials that were used in teaching pupils. The use of the five senses received major attention by Montessori. Each pupil should choose what to learn. The interests of pupils were salient in Montessori thinking when learners select what to learn. Thus a pupil may choose a center to work at. The center might involve a pupil in

1. lacing a boot.
2. buttoning an overcoat.
3. placing model geometrical solids in their properly fitting snug holes, such as in a block of wood. The block of wood had holes that would be the proper fit for a small wooden cylinder only. It might be that the hole was made for a cube to fit in only. Each geometrical solid had its snug fitting hole for deposit by a pupil.
4. putting puzzle pieces into their proper place.
5. constructing a model or object.

Montessori believed in complete freedom for a pupil to select a task to work on. The individual, not the group or committee, made the selection. There was one rule only, for pupils to follow rigidly and that being not to bother nor disturb others. To engage in any choice, pupils should be ready for the task or failure might result. Readiness was important in training the senses as well as in more difficult tasks such as reading, writing, listening, speaking, and arithmetic, among others. Meyer (1949) wrote the following:

...The Montessori achievement blew the breath of life into the belief that the usual recitation methods tended to do nothing more than a lock - step system which actually retarded the educational growth of the individual members of a given class. Partly as a result of Montessori's renewed emphasis upon individual learning, educators began once more to look for better methods of teaching classes with more consideration for the individual pupil's needs and abilities. The celebrated Dalton Plan and the Winnetka Plan are both pedagogical outcomes of this quest.

A strong hands on approach in learning is advocated today for all pupils in the public schools. Pupils need to manipulate materials directly related to what is taught so that meaningful learning is an end result. Present day emphasis in teaching is upon pupils working in a collaborative situation rather than a strong individualized endeavor. However, I personally believe there needs to be rational balance between individual and committee work. In life, we do things by ourselves as well as work with others. Both are important. We certainly do need to find worthwhile activities when being by ourselves. We also need to work harmoniously together with others. Life is not as meaningful as it can be unless one can fulfill individual as well as group needs.

Making Exaggerated Claims in Helping Pupils to Achieve

In the history of education, there are incidents in which educators exaggerated claims in terms of helping pupils to achieve more so than under traditional means of instruction. Wolfgang Ratich (1571- 1635) had been a teacher eight years after which he advertised a new method of teaching which would make higher achievement possible for pupils. He would not state what the new method was unless he was paid for doing so. Ratich in 1612 appeared before the assembled body of electors to present a broad outline of his plan. The following ideas were presented by Ratich in helping pupils to learn more:

1. A much better method of teaching foreign languages than had

hitherto been used.

2. To produce German textbooks in all the sciences, to organize schools, preparatory for the learned schools.

3. In the schools for the learned, everyone would first learn German, the Hebrew and Greek in order to read the Holy Scriptures pure and unfalsified, so that in the whole empire, "Lutheran Speech" might prevail; further that with the exclusive study of the Holy Scriptures, "setting aside all human opinions, the original Catholic apostolic doctrine, i. e., the Lutheran doctrine pure and only might remain unfalsified and be held peaceably in the whole empire." (Eby and Arrowhead, 1934).

Ratich was finally given an opportunity to teach for the amount of money he asked for. It appears that the results were dismal indeed of pupil achievement using the methods of Ratich. Ratich was even thrown into prison for his inability to produce pupil results that he promised and emphasized. It is very difficult, even in modern times, to evaluate a new plan of instruction as to its worth.

Eby and Arrowhead (1934) praise Ratich for being the first educator to stress education in harmony with how the child develops. Principles of learning and teaching that Ratich advocated were the following:

1. studying children to see how they learn, rather than emphasizing an adult centered curriculum.

2. one topic should be mastered before going on to a different theme in learning. Meaning then should be stressed rather than a survey approach in teaching.

3. review, practice, and repetition in learning are necessary.

4. pupils should learn content in the native tongue first before learning the content in Latin. In his day, Ratich frowned upon pupils learning subject matter first in Latin, then in the native language. Pupils had great difficulty in learning Latin plus the subject matter to be acquired at the same time.

5. pupils should not be forced to learn; with compulsion pupils learn to dislike what is being studied.

6. understanding and meaning came first before pupils would learn by rote methods.

For his day, Ratich sounds very modern in educational thought. The concepts of understanding and meaning are mentioned continuously by educators as being vital to quality instruction. Comprehension of

what has been communicated orally or when reading subject matter emphasizes attaching significance and importance to ideas acquired.

Presently, there are commercial companies in the US that promise a certain level of pupil achievement if their methods are carried out in he classroom. The commercial company and the school district agree in contract form what pupils are to attain as measured by a standardized test. The company guarantees the level of pupil achievement that will be in the contract. Generally, the commercial company is not held accountable for a lack of learner achievement as indicated in the contract.

In the early 1970's, a similar movement was in vogue involving commercial companies in guaranteeing a certain level of pupil achievement if their approach in teaching was adopted. Ediger (1988) wrote the following pertaining to what then was called performance contracting:

1. The company doing the contracting guaranteed a given school a certain level of pupil gain within a specified time.
2. Terms of agreement were stated in a contract.
3. The company was to receive no payment for those learners who did not achieve according to specified results in the contract.
4. Teachers were trained to use methods and procedures of teaching as emphasized by the company in performance contracting.

Disadvantages given for performance contracting included:

1. No one in advance can predict needed pupil gains in a given school year.
2. It is difficult to determine which test should be utilized to measure pupil achievement in a pretest – post test situation.
3. No test can measure all relevant achievement that pupils need to make.
4. Methods and materials used in teaching as recommended by the companies may stress lower level cognitive learnings.
5. Pupils' needs may not be met in the school setting.

There are numerous loopholes that need to be taken care of when commercial companies enter the field of teaching and learning. Certainly, companies should not look at the profit motive only or largely. There would be a tendency here to stress cost cutting in which pupils lose out on achievement. Teachers need to use quality methods of

teaching in which pupils may achieve optimally. Standard and norm referenced tests have their weaknesses in attempting to measure pupil achievement. Pupil achievement in knowledge, skills, and attitudes need evaluation. Then too, in the knowledge and skills domains, pupils need to achieve goals in critical and creative thinking as well as problem solving. Standardized tests fail to do an adequate job here. The same can be said of criterion referenced tests. Attitudinal tests are very weak in measuring affective domain goals in learner achievement. Low validity and reliability are in evidence here.

Pertaining to a commercial company that promised more that it could deliver, Pipho (1995) wrote the following:

> ... in Hartford, Connecticut, the EAI (Educational Alternatives, Incorporated) experiment to operate 32 schools has run into so many problems that the contract has been scaled back to just five schools this year. Some critics have pointed to broken promises as the central reason for the cutbacks. For example, EAI once promised to install 2,500 computers - a lab in every school— by the end of last school year. But by year's end only 224 computers had been put in place in three schools. Saving money by contracting with other private groups was to have brought in $14 million investment by the end of the first year. Profits from this multi—sided venture were to have been split: 50% to EAI, 35% to the city, and 15% to the school district. By the end of the first year, the school board was predicting that EAI's estimates of profits were unrealistic and that the venture would run $145,000 deficit during the second school year. Promises of building repair and increased security of one Hartford high school were also under contention.

Thematic Teaching

Much emphasis in education today is placed upon thematic teaching, formerly called unit teaching. Either term stressed a theme or unit emphasizing a concept as a title for pupil engagement and learning. The objectives would then be directly related to the title with knowledge, skill, and attitudinal goals. Learning activities to achieve objectives would be selected for pupils to attain the objectives. These activities need to be varied so that audiovisual materials, reading experiences including use of trade books, creative tasks, problem solving with critical thinking, experiments, construction endeavors, demonstrations, writing

and speaking opportunities, among others, are in evidence. Individual and cooperative learning activities must be inherent in the learning activities. Pupils individually as well as in group work need to engage in learning activities which assist in optimal development. Evaluation procedures to determine pupil achievement need to be valid and reliable. They should ascertain if pupils have achieved stated objectives of instruction.

Thus teacher observation, pupil journal entries, anecdotal statements, teacher written test items, standard and criterion referenced tests, pupil self evaluation, conferences with learners individually or in groups, discussions, pupil daily work, and class evaluation of the unit, among others, provide information on the success of the thematic unit of instruction. Formative and summative evaluation should be in the offing.

A single academic discipline may be theme centered. For example in geography, thematic instruction may be stressed; Flaim and Chiodo (1994) wrote the following:

> Teacher- directed activities in conjunction with literary readings can emphasize geographic concepts, relate fiction to reality, and pursue multidisciplinary skills development. To accomplish this, we have developed a format structured around the five fundamental themes in geography – location, place. human/ environment interaction, movement, and region (Joint Committee on Geographic Education 1984).

Henry Clinton Morrison (1871- 1945), late professor from the University of Chicago, is credited with being the earliest advocate of thematic instruction. Wahlquist (1942) wrote the following pertaining to the thinking of Morrison:

> Unquestionably, the most widely accepted innovation of the last twenty years has been "unit teaching," popularized by Henry Clinton Morrison ... Dissatisfied with desultory "lesson planning" characteristics of his day, Morrison proposed "mastery teaching." Instead of a few pages to be assigned one day as the basis for an oral recitation the next, Morrison proposed organizing the subject matter into "units" and varying

the techniques employed through several distinct steps...
The steps were:

1. Exploration – consisting of a pretest, quiz, or informal discussion, designed to ascertain ... a suitable starting point, and to eliminate repetition and waste of effort and time.
2. Presentation– consisting of a short oral review by the teacher, presenting a "road map" of the territory to be included, to motivate and arouse interest and to establish goals. The students were to be tested for "mastery" of this step.
3. Assimilation– supervised study based upon a guide sheet prepared in advance by the teacher. Another "mastery" test is here involved.
4. Organization— consisting of the construction of student outlines of the unit without recourse to notes.
5. Recitation— consisting of a series of student floor talks exhibiting actual mastery of a unit.

Steps one and two above are remarkably modern in educational thinking. The pretest idea is emphasized by many educators so that avoidance of what has been learned previously is not taught again. Organizing instruction around a theme has much admiration among educators presently. Mastery of subject matter and mastery learning is stressed much today in educational thinking. To motivate and interest pupils in the unit of study are as relevant as ever. Steps four and five above stress, in many ways, too much rote learning. Attaching meaning to what is being learned should come prior to recitation or memorization. Morrison, however, should receive much credit for advancing ideas in education that have much to recommend themselves and being well ahead of his times.

In Conclusion

Relevant trends emphasized in teaching and learning presently have their roots in what was done in the past. Vital ideas used today in education seemingly were used in the past, but with modifications due to time and place. Teachers, principals, superintendents, and support personnel should certainly become students of the history of education. Quality ideas have come from the past. Better yet, what has survived of

the past can be modified and revised to suit the present more effectively.

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There is a great need to emphasize staff development at any level of instruction, higher education included. Students in colleges and universities need to experience the best curriculum possible. Careful selection of objectives for learners to attain is salient. These objectives should stress subject matter knowledge, including relevant facts, concepts, and generalizations. Vital subject matter for student attainment must become objectives for students to achieve. The subject matter should be sequenced appropriately so that students may benefit in an optimal manner from ongoing lessons and units of study. Inductive as well as deductive procedures of sequence need to be stressed.

Skills objectives, as a second category for student attainment, should stress learners applying that which has been acquired in terms of subject matter knowledge. If students use what ha been learned, retention rates should increase. Non-use of content acquired hastens forgetting and a lack of remembering previously acquired subject matter. In higher education endeavors as well as in life itself, students need to become proficient in problem solving. Problem solving is relevant in colleges/universities as well as in the curriculum of life. Problems need identification and attempted solutions made. An individual who cannot select and solve vital problems is greatly handicapped in whatever is being done in the arena of education and in society. For problem solving as a skill to be implemented, the student needs to, not only identify significant problems, but also gather related information from a variety of reference sources and resources. An hypothesis should result. The student should realize that an hypothesis is tentative and subject to testing in a variety of ways using numerous materials and ideas. Hypotheses that do not hod up under testing must be modified and revised. Erroneous content, beliefs, and subject matter must be discarded or made usable. Further relevant skills for learner attainment involve critical thinking. Critical thinking emphasizes separating the accurate from the inaccurate. It takes continued growth in knowledge to

be able to make these separations. Critical thought also emphasizes student's reflecting upon subject matter learned. To reflect assists in retaining what was learned. It takes time to reflect upon ideas. With reflection, contrasts can be made with previously attained content. Thus the new and the old subject matter can become related, not isolated entities. Then too, with critical thinking students need to separate facts form opinions. It is easy to hear another person say something and believe the ideas to be factual rather than opinions. Content read by others can very easily be adjudicated to be facts whereas the truth is that opinions are being expressed.

Staff Development

Staff development can be both systematic and incidental. Knowledge expansion and skills achievement may be developed through course work and seminars as well as independent studies at institutions of higher education. Research carried out by instructors can further enhance the growth and attainment of faculty members. Numerous faculty attain new ides through serving as a consultant in schools and colleges. (Ellington and Harris, 1986).

Staff development may refer to increasing talents in research, instruction, administration, organizational arrangements, and educating future teachers. (Teather, 1979).

Staff development is continuous and systematic to aid in working for satisfaction in the present position of the instructor. It also aims in viewing the future in terms of needs to improve what is stressed within the framework of the organization. Both personal and organizational needs are salient in staff development. (Billing, 1979).

In staff development programs, instructors should have definite goals to attain. Certainly, they need to desire to improve the self in terms of possessing more subject matter knowledge. There is satisfaction for the individual in realizing that growth in the academics, especially one's own area of expertise, is being achieved and is ongoing. Academic knowledge then transfers to being used in the

instructional arena. Students in higher education should benefit from an instructor's repertoire of subject matter content. The instructor is then better prepared to guide, assist, and help college students attain more optimally.

In addition to personal needs satisfaction, instructors through staff development programs may fulfill the goals of the educational institution more effectively. Credibility of institutions in higher education need continual development. Students graduating from higher education institutions should be able to fulfill their roles more thoroughly. Increased competency and motivation of students should be an end result. The involved college then has a better reputation to guide optimal student attainment. The goals of the organization emphasize that there is a reputation and a professional task at hand. College students need to be competent in their areas of speciality upon graduation.

There is always an area of concern that needs addressing and that is to engage in community service. Staff members in higher should desire to give back to the community those things they are capable of giving and meeting the needs of society. No person is an island unto the self. Each instructor has benefited much from the higher education community and needs to use talents, skills, and attitudes to improve and enrich the community. College instructors then should consider in which areas they can best serve the community. The barriers between the institution of higher education and the societal arena should be minimized. Staff development endeavors should assist instructors to work in the direction of improving the community. Being involved in the community and providing necessary assistance can be enriching and provide for inservice growth on the part of instructors.

There are different types of staff development models for inservice education. A management centered model would stress determining what instructors do in a given period of time. The diverse functions identified could then provide a basis for staff development programs. Each function of instruction identified may be addressed in a workshop

or other form of inservice education. If a function is for the instructor to use proper voice inflection in teaching, the staff development program must then provide inservice opportunities for instructors to identify and solve problems pertaining to stress, pitch, and juncture. Areas of emphasis in staff development stressing a management centered model are identified by administrators in the college setting. (Bristow, 1973).

There are numerous problems areas which may be identified by college administrators pertaining to staff development on the college level. These include

1. securing and maintaining the attention of students.
2. developing valid, reliable tests and other evaluative techniques which truly appraise learner performance.
3. avoiding plagiarism on the part of students.
4. being a good advisor to students.
5. maintaining quality attendance on the part of students.
6. using a variety of instructional materials and effective teaching tactics.
7. emphasizing a port folio method in appraising student achievement.
8. stressing appropriate instructional sequence in guiding student progress.
9. grading student attainment at the end of the semester or quarter.
10. using recommended criteria in psychology in teaching students.

Staff development programs might address each of the above numbered items in inservice education. After having experienced the inservice program, instructors may be evaluated to ascertain how effective the staff development program had been. The concepts of diagnosis and remediation must be stressed here. Thus weaknesses in instruction need to be identified. Each weakness needs to be remedied so that quality classroom instruction is an end result.

In addition to a management centered model in staff development,

an instructional centered procedure may be implemented. Here, the emphasis is upon needs that instructors possess in the instructional arena. What are these needs? If the needs have been met, improved instruction should be an end result. The instructor as well as students and administrators may determine these needs which must be met to improve the college curriculum.

Opposite of a management centered approach in staff development is an instructor centered model. Here, the individual instructor develops a plan for personal improvement in the instructional arena. The instructor has wide latitude in determining what needs to be emphasized in inservice education to increase personal and professional growth. the instructor needs to consider carefully what he/she needs to guide more optimal college student achievement. The instructor should appraise the self to ascertain which goals need attaining. Student evaluation of the instructor's performance may provide input in terms of areas that need improvement. The following may be written by an instructor to emphasize a personal improvement plan (PIP):

1. survey recent professional literature on improving instruction in higher education. Present findings to peers at a divisional meeting.

2. try out recommended procedures of instruction using video-tape to secure feedback.

3. study and use cooperative learning with students in the classroom.

4. read research studies pertaining to instruction; try out salient ideas therefrom in teaching students.

5. use different theories of instruction after studying each theory carefully from educational psychology.

6. take classes in higher education pertaining to multicultural education; implement selected ideas in working with minority students. Evaluate the affects of the impact upon minority students.

7. analyze personal instruction in terms of the philosophy of education used based on a careful study of these different philosophies of education. Write a short brochure on your findings to share with

colleagues.

8. write an article pertaining to improving instruction and submit it to a reputable journal for publication purposes.

9. present a paper at a professional meeting in one's academic area of specialty.

10. design a new syllabus for teaching incorporating new ideas gained form the above listed approaches in improving the higher education curriculum.

Instructors need to evaluate the self to ascertain which areas of instruction need improving. A personal plan for improving teaching and learning may well possess considerable personal purpose since the involved instructor is involved solely in determining that which has worth in staff development.

A third model of staff development emphasizes the partnership model. The question arises as to being an either or situation (management model versus the instructor centered model) or can it be both (management and instructor centered). In numerous situations, there are points of intersection between these two procedures. Certainly what emphasizes the organization might also enrich the individual instructor. The lines are not always clear cut when separating the management model from the instructor centered model. Thus a partnership model stressing both approaches has much merit. (Greenaway and Mortimer).

There tend to be two dimensions in the instructional arena. These are the goals of the organization and the personal goals of the individual. These two dimensions need to be harmonized to stress wholeness as a concept rather than isolated entities.

Berquist and Phillips emphasized three dimensions of improvement for staff members teaching in the post-secondary levels. The three levels stress the goals of the organization or institution of higher education, the instructional ares in teaching and learning, and the affective dimension of the staff member. The affective dimension includes values,

beliefs, and attitudes of participants in staff development.

Among others, the effective dimension might include the following in staff development programs:

1. participants choosing the areas of inservice education. Higher levels of interest and purpose in self development should be an end result.

2. participants planning areas of inservice growth with the supervisor/administrator.

3. participants individually or within a committee setting selecting the goals and means of goal attainment in staff development.

4. participants assisting in appraising their own progress in achievement on achieving goals in staff development.

5. participants developing the criteria for assessing progress in meeting objectives in staff development.

6. participants determining the sequence or order of working on tasks in inservice education.

7. participants volunteering to work on extra credit tasks.

8. participants receiving adequate remuneration or recognition for staff development participation. Recognition could be in the form of certificates of achievement, praise given in the faculty newspaper, or dinner provided as a token of appreciation for participation in inservice education.

9. participants being recognized for published papers on staff development procedures.

10. participants being admitted free to a lyceum series of events on the higher education institution.

Positive attitudes need to e developed on the part of each instructor so that an increased amount of energy goes into staff development. Negative attitudes come form working on projects for which no perceived purpose is involved. In cases such as these, a hierarchically designed series of inservice sessions are in evidence, the planning then for inservice education has been done on the highest level

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of the apex such as the administrative level. There has been little or no involvement by staff members. Participants lack feelings of belonging and esteem in thee situations. The self concept can not be developed in staff development programs where the participant(s) are ignored in agenda developed for staff development. A high degree of involvement in planning the objectives, tasks to achieve the objectives, and evaluation procedures must be in the offing. Results from the evaluation of the staff development program need to be examined to notice changes and modifications that need to be made. Weaknesses recorded on the evaluation form by participants need to be assessed to determine what can be done to increase participant growth, achievement , and progress.

Paul (1990) stressed important components of staff development to include appropriate design for training in inservice education, effective coaching to assist goal attainment, practice of relevant skills, clearly stated and achievable goals, and instructor involvement of planning and implementing staff development programs.

Shears (1982) believes that a synthesis of numerous approaches in staff development should include influencing rather than dictation, using the ideas presently accepted by participants, emphasizing long term growth rather than short term approaches in inservice education, revealing progress in goal attainment, and providing reinforcement to participants. Reflecting upon one's own experiences and achieving foals stresses motivation for further goals to attain.

There has been a debate over a long period of time in terms of who should decide and implement staff development programs. Should the tops- down approach be emphasized in which management decides upon objectives, means of attaining the objectives, and appraisal procedures to determine if relevant ends have been achieved.

Bobbitt (1936) emphasized a curriculum whereby teachers and other workers would be trained stressing a management model. Time and motion studies as models were important to Bobbitt. Thus the administrators and supervisors would determine the goals of instruction.

Teachers and other workers were trained to achieve the stated objectives. The objectives were stated as precisely as possible so that it could be measured if these objectives had been achieved. Efficiency in instruction was an end result. Administrators and supervisors alone were in a position to determine what was salient for pupils to learn. Teachers were trained to do that which management felt was good to do to hasten pupil attainment of objectives. Efficiency, not wasting of time, was emphasized in pupil learning. Evaluation would provide precise results in terms of what pupils had learned in an efficiency model of inservice education.

Bobbitt's thinking reflects the work of Taylor (1911) who built his model of staff development and inservice education upon time and motion studies. Through time and motion studies, management could observe ares of weaknesses of workers. Trained observers might then provide assistance to workers to increase the latters productivity. Wasted motion and ineffective ways of doing things were to be eliminated. A top-down approach was then stressed in increasing worker efficiency. management had the knowledge and skills to determine objectives for workers. The workers were then trained and educated to perform in the way management desired to attain goals of the organization. Measurable results form workers were possible since the goals of the organization were highly precise.

In Conclusion

Staff development programs are imperative. There are numerous changes in society which necessitate inservice education programs for instructors in higher education. Higher education needs to stay up with current trends in society, and perhaps, assist in taking the lead in making needed societal changes.

Staff development programs may be developed to achieve the goals of the organization. They might be arranged to achieve the optimal self with an emphasis upon individual development. Perhaps, a

partnership model , in numerous situations, would be best since it integrates the goals of the organization of higher education and the development of the self. Whichever model or models are chosen, instructors need to achieve quality in the instructional arena so that each student may attain as optimally as possible. Staff development programs have as their major objective the improvement of instruction to assist students individually to attain as well as possible.

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ACHIEVEMENT IN STUDENT TEACHING

The student teaching experience is the capstone of the undergraduate sequence in preparing teaches to become fully licensed, certified teachers. Here, The student teacher should experience all that is relevant in becoming a full time teacher. Quality of experiences should guide the prospective teacher to become a person who can inspire pupils in the public school setting to becoming increasingly more mature in making of choices and decisions. Pupils need to experience a curriculum which assists in attaining those knowledge, skills, and attitudes that are worthy of inducting the young into becoming worthwhile members of society. Learners in the public schools need to experience scope and sequence in the curriculum which will guide individuals in becoming responsible members in society.

There should be no dichotomy between the work of the student teacher and the role of the fully licensed and certified teacher in providing for optimal pupil achievement. The quality of pupil attainment in learning is definitely based on the strengths of the student and cooperating teacher and later upon the guidance of the regular teacher.

My doctoral thesis, completed in 1963, entitled THE INFLUENCE OF THE STUDENT TEACHER ON THE PUPIL, ACADEMICALLY AND SOCIALLY, IN SELECTED ELEMENTARY GRADES (University of Denver) attempted to measure student teacher performance on pupil achievement. In pre and post test (experimental and control groups), pupil achievement academically was measured through the use of the Iowa Test of Basic Skills whereas social development in pre and pot test results was measured through the use of The California Test of Personality. The following results were obtained from the study:

1. Pupil growth was significantly higher at the .05 level in vocabulary development with student teacher assistance than without student teacher assistance.

2. Pupil growth in reading comprehension with the assistance of student teachers was not statistically significant as compared to pupil

growth without the assistance of student teachers.

3. Pupil growth with the assistance of student teachers was not statistically significant as compared to pupil growth without the assistance to student teachers in language development.

4. Pupil growth with the assistance of student teachers was not statistically significant as compared to pupil growth without student teacher guidance in work study skills.

5. Pupil growth with student teacher assistance was not statistically significant as compared to pupil achievement without student teacher help in arithmetic.

6. Pupil growth with student teacher assistance was statistically significant as compared to pupil growth without student teacher assistance in personal adjustment.

7. Pupil growth with student teacher assistance as compared to pupil achievement without student teacher assistance was not statistically significant in social adjustment.

Summary of Review of Literature

In summarizing the Review of Selected Literature pertaining to my doctoral dissertation entitled THE INFLUENCE OF THE STUDENT TEACHER ON THE PUPIL, ACADEMICALLY AND SOCIALLY, IN SELECTED ELEMENTARY GRADES, the following statements from descriptive survey results on how student teachers might assist pupil achievement in the public schools were pertinent:

1. Student teachers generally were considered to have a beneficial effect on faculty members who worked with student teachers.

2. The enthusiasm of student teachers for student teaching generally has a beneficial effect on faculty members who worked with student teachers.

3. Student teaching was considered to be a very significant part of the undergraduate work for future teachers.

4. A major weakness of student teaching was the handling of discipline problems in the classroom.

5. Pupils generally appreciated having student teachers in the classroom.

6. Student teachers were generally well accepted in the public schools.

Student teachers need to have a positive affect on the achievement of learners. They need to assist pupils to attain as optimally as possible in the public schools. Pupils should do well in the basics as well as in relating well to the self and toward others. The pupil is a whole and must not be divided into isolated entities. Thus personal and social development must always be stressed as viable goals for learner attainment in the public schools.

School experiences emphasizing pupils achieving vital knowledge and skills objectives should be stressed using principles of learning from the educational psychology arenas.

The Psychology of Learning

To assist pupils to attain more optimally in the public schools, student teachers must have a good working knowledge of educational psychology. Basic understandings from educational psychology need to be implemented by student teachers in teaching-learning situations. Ediger (1994) wrote the following agreed upon criteria that student teachers should implement from educational psychology:

The student teacher needs to provide

1. interesting learning opportunities for pupils.
2. meaningful experiences in ongoing lessons and units.
3. purposeful content inductively and/or deductively to learners.
4. vital objectives which are realistic for learners attainment. Individual differences among pupils need to be provided for.
5. balance among objectives, such as understandings, skills, and attitudes. One or two categories of objectives is not adequate.
6. sequential activities and experiences for pupils, be it a logical and/or psychological curriculum.
7. quality scope or breadth of subject matter to students.
8. opportunities for depth rather than survey teaching.

Fennel (1993) emphasizes the continued integration of theory and practice in student teaching. She reports on findings of a study in which preservice teachers evaluated their preparation for an internship course to determine how adequate they felt for classroom teaching at the beginning of a sixteen week practicum. Implications for practice include development of a professional development model through which some aspects of preservice and inservice education of teachers can be linked. Course content included lesson planning, unit planning, questioning and recording, classroom management, and strategies of instruction.

Bruner (1968) advocated that university students develop a theory of learning which would assist pre and inservice teachers to provide pupils with a structure for learning. The structure provides a framework for having newly acquired knowledge relate directly to what is already known. New content then relates to a structure. Isolated subject matter is then not processed readily since there already are key ideas in the pupils' repertoire such as structural ideas. To acquire new ideas, pupils need to achieve content inductively. The teacher's job is to have pupils secure new ideas inductively or by discovery by ultimately relating the new with the old or older main ideas or generalizations. By using the structure of knowledge theory of learning, pre and inservice teachers have something which guides instruction and that being a theory grounded in what pupils know and will integrate with the known subject matter.

Piaget (1950) emphasized a developmental psychology in teaching pupils. His studies in a clinical setting lasted for more than fifty years. Piaget's findings are more applicable for the elementary as compared to the secondary teacher. Piaget stressed stages that pupils go through as thy progress through the years of development. The sensori- motor stage endures for approximately the first two years of an infant's life. Here the infant uses the five senses together with motor skills in learning. A rich environment is then needed to provide the infant with needed situations to learn well. From ages two to seven, the preoperational stage is in evidence. Here, the young child lacks the principle of conservation and

can observe one variable only, within a given situation. Additional concepts to stress here are perceptual orientation of the pupil, illogical thought of the learner, lack of centration abilities, and the lack of multiple classifications of objects and items. From ages seven to eleven, the child is basically in the state of concrete operations. Here, concrete materials needs to be referred to in ongoing activities and experiences. The concepts of additive composition, reversibility, associativity, and identity are salient for teachers to emphasize when pupils are in the stage of concrete operations development. The stage of formal operations begins at age eleven generally. The learner may now discuss content without referring to concrete materials. Thus problem solving, critical thinking, as well as creative thought may be stressed in the abstract. For any theory of learning and its implementation, the student teacher must study each thoroughly to attain necessary understandings. This holds true for any theory discussed here. The writer is impressing upon the student teacher, the cooperating teacher, and the teacher educator, the need to base decision making in the classroom upon relevant theories of instruction.

Ausubel (1959) was a strong advocate on the single most important factor involved in teaching and that factor was to start with where any single pupil is presently in achievement. This has always been an ideal to know where a pupil is achieving at within the present lesson or unit of study. Thus there is an elimination of what is too complex as well as what is too easy for the pupils to attain. Also, Ausubel emphasized that advance organizers be used in teaching. An advance organizer structures or provides readiness for learning new content. This goes back again to Ausubel's beliefs to start the instructional process with where a pupil is presently in achievement. In the advance organizer, the teacher fills in the gap(s) between what a learner knows and where the instructional process begins. Readiness for learning should be an end result here in that the gap of knowledge has been filled between the knower and what is to be known. Instead of the concrete situation in teaching, Ausubel emphasizes that teachers introduce new content by

emphasizing the semi- concrete. He believes it is easier for a pupil to understand subject matter through pictorial means as compared to real objects in teaching and learning.

Behaviorism as a psychology of learning has had much influence as a theory of learning. The names of B.F. Skinner and Robert Gagne' are familiar names here. Behaviorists believe strongly in establishing predetermined objectives prior to teaching pupils. Each objective is precise and learner achievement as result of instruction can be measured if the stated objectives have been attained. Gagne' lists levels of objectives for pupils to progress through. Thus if a pupil can not solve a problem (problem solving here is the ultimate goal) within a unit of study, he/she may need to go back one step such as in attaining the related generalization. The generalization needs to be understood to solve the problem. If the pupil does not understand the generalization at this point, he/she may need to go back a step in learning by focusing upon the related concept(s). If the learner is now clear on the meaning of the concept, he/she may then progress sequentially to the generalization and then to solving the problem. (Gagne' 1990). Mastery learning, programmed learning, instructional management systems (IMS), and criterion referenced teaching and testing (CRT) are variations of the behaviorally stated objectives movement.

Somewhat toward the other end of the continuum, humanists in their theories of learning emphasize such items as teacher -pupil planning of the curriculum, pupil decision making in selecting learning activities within a framework or unit of instruction, a psychological rather than a logical curriculum, individualized reading rather than a teacher determined program, and learner choice of appraisal procedures with teacher guidance. Well known humanists include Arthur Combs and Carl Rogers. (See Perceiving- Behaving- Becoming. Washington, DC: Association for Supervision and Curriculum Development, 1962).

Much time and effort goes into the studying and implementing of each theory of learning. However, if teachers are to use theory in making decisions in term of objectives, learning activities, and

evaluation procedures, they need to understand each theory in depth and be able to use desired theories in teaching-learning situations.

Ediger (1994) emphasizes preservice teachers using diverse philosophies of education, as modeled by the cooperating teacher and the teacher educator, in selecting objectives, learning opportunities, and appraisal procedures in ongoing lessons and units of study. Each philosophy provides direction and guidance in preservice teachers developing the curriculum. Thus in early field experiences, preservice teachers need to understand a subject centered curriculum (idealism), a problem solving curriculum (experimentalism), a pupil centered curriculum (existentialism), and a measurement driven curriculum (MDI such as in realism as a philosophy of education). Recognizable philosophies of education provide theoretical basis of instruction.

Gormley (1991) discussed a survey of student teachers and their feelings toward being competent teachers after the preservice experience. The student teachers viewed themselves as being capable teaching large groups, but less capable in instructing when innovative procedures were used such as cooperative learning, individualized instruction, and an integrated curriculum.

Venturing into the less secure in student teaching needs to be stressed in order to improve the curriculum. Risk is involved here in moving from what is to what should be. Teacher training schools and teacher educators need to model innovative approaches in teaching that meet quality criteria. Support needs to be given to those pre and inservice teachers willing to try out the new and the unknown.

Ediger (1994) discusses differences in educational beliefs expressed by student versus cooperating teachers. These differences were observed and discussed involving student and cooperating teachers. These differences included the use of specific as compared to more open ended objectives in teaching and learning, a logical versus a psychological curriculum for pupils, the classroom teachers choosing learning activities for pupils as compared to pupil- teacher planning of the curriculum, separate subjects as compared to more integrated

approaches in organizing subject matter for instruction, and testing to ascertain pupil achievement versus the use of multiple procedures to determine learner progress.

Miller (1994) wrote that "The implementation of effective student teacher supervision continues to be a major challenge for university personnel." In her study of student teaching, Miller emphasized that student teachers be heavily involved in evaluating themselves. Student teachers were asked during the post-observation conference to identify one teaching behavior that was well done during the observational visit by the university supervisor. The identified behavior represented a strength possessed by the student teacher and could be maintained in teaching-learning situations. Next, the student teacher was asked to identify a teaching behavior that needed to be emphasized more thoroughly in the classroom. Finally, the student teacher was asked to identify a teaching behavior that should be decreased or eliminated. These three questions in self evaluation by the student teacher provided a setting for establishing goals for future observational visits.

In Summary

Student teachers should definitely provide for optimal pupil achievement in the public schools. Pupil progress needs to be as optimal as possible in academic subject matter areas as well as in personal and social adjustment.

What should guide teaching behavior? Student teachers need to understand in depth and implement theories of instruction including those of Bruner, Piaget, Ausubel, Gagne,' as well as Combs and Rogers. Individual differences among pupils in the classroom need adequate provision. Thus the theory of instruction emphasized should assist the learner to attain as much as possible.

A study of and implementation of vital philosophies of education provide the student teacher with further guidance in teaching pupils. Thus idealism, experimentalism, existentialism, and measurement driven instruction (MDI) need intensive understanding and means of

implementation by student teachers.

Differences in beliefs pertaining to teaching involving the student teacher and the cooperating teacher need resolving. The student and cooperating teacher can learn from each other when differences in educational thinking occur. Student teachers should be leavening agents in bringing in new, quality ideas into the classroom. Thus a psychological curriculum, pupil-teacher planning, port folios as evaluation, cooperative learning, individualized instruction, and the integrated curriculum should be brought in to teaching-learning situations; hopefully an improved curriculum will be an end result.

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DECISION MAKING IN HIGHER EDUCATION

Faculty members tend to serve on numerous committees in higher education. There needs to be quality interaction among participants when deliberating and engaging in the solving of problems. I have observed a division meeting in which one person nominated an individual for each of the following positions:

1. representative to the graduate council.
2. representative to the undergraduate council.
3. representative to the faculty senate.
4. representative to the instructional services committee.

In making the nominations, the custom was in the division for the first nomination for each position to be accepted by unanimous acclimation. In sequence then, a nomination was made, seconded, and accepted by unanimous acclimation. When the final slate of members for each of the above named four committees was accepted and voted upon, one person in the division had made all of the decisions. The voting by unanimous acclimation was done for each position separately, followed by the next nomination in sequence, so that it was not as obvious that a single faculty member had chosen who should fill each position. The minutes of the divisional meeting indicated it was a faculty or divisional decision that had been made. There are definite recommendations that may be made to improve faculty decision making. The balance of this paper will discuss improving the quality of committee endeavors in higher education.

Optimal Involvement by All Participants

Each member of a committee should have ample opportunities to participate in the ongoing discussions. The chairperson has an important responsibility in encouraging all to participate. Eye contact is needed by the chairperson with each participant. Looking at a few "key" participants is not adequate. Perhaps these few only participate.

Adequate time should be given in the meeting for individuals to think critically and creatively pertaining to the topic and problems at hand. Participants then should reflect upon what has been discussed with a related sequence of ideas for discussion that follows. Digressing form the topic being discussed takes up valuable time which needs to be given to the ideas being considered.

I believe it is excellent if participants notice the flow of the discussion so that ideas circulate within a group and not between selected individuals only. Thus content needs to move from one participant to another, not between chairperson and a participant and then back to the chairperson only or largely. When ideas circulate among committee members, there is better chance for all to participate. A feeling of belonging, not isolation, needs to be felt by each person. Too frequently individuals feel they do not belong and fail to become involved. When individuals do not participate, the quality of decisions may suffer. Then too, it is not a faculty decision if selected members do not contribute for whatever reasons, unless they agree with the motion and trend of the discussion. A committee or group should truly believe the decision made reflects the thinking of all members. The minority here must feel that they had adequate input but there is a majority vote which prevails. A consensus would be better than a vote on a motion. To reach a consensus takes much time and participants need to be willing to speak on the topic until there is agreement on a motion. Participants speak on the topic until the weaknesses and areas of disagreement have been worked out. If agreements fail to come in the discussion, then voting must follow.

There are selected guidelines to follow in committee endeavors which should assist in having faculty arrive at a more democratically arrived session. These include, among others, the following:

1. everyone should participate actively, but not be dogmatic in the discussion.

2. participants should stay on the topic being pursued. This criterion when followed makes for more wise use of participant's time.

3. each should be encouraged to participate. The leader and members of the discussion group should be open to wide participation.

4. no person should dominate the discussion.

5. respect for all is a must within the committee.

There should be inservice education for faculty to become quality members in a committee. This could be time and money well spent. A consultant who is reputable could certainly work with faculty on how to become good committee members. A workshop in conducting meetings and being high quality members of committees could be a wise investment by a college or university. Improved faculty participation in group work should be an end result. The workshop should provide practical experiences for participants. It should not be a workshop about conducting faculty meetings, but rather utilitarian experiences are desired. There are difficulties involved in using what has been learned if a workshop emphasizes about rather than the actual faculty meeting to bring improvement in the quality of committee endeavors. Administrators should attend the workshop since they may be providing leadership in guiding faculty committee work. In too many cases, administrators find it difficult to let faculty make decisions that are truly democratic. Skills are lacking here in providing needed leadership.

Eliminating Weaknesses

I perceive numerous problems that need to be overcome before committees can function effectively. Cliques may dominate a committee. They have agreed upon their agenda prior to the meeting on what the outcomes should be. Cliques have a very difficult time to accept others and their ideas in committee sessions. The outcomes of a meeting then may not represent the thinking of the committee, but reflects what the clique desires. The minutes of the meetings sent to other faculty may make it appear as if democratically arrived at solutions to problems have been arrived at. Perhaps it is best if cliques are not on the same committee. Not all cliques, of course, would be closely knit so that the

thinking of outsiders is not welcomed in a committee setting.

A second problem I perceive is that selected committee members have become quite shrewd in manipulating others and thus hinder active participation by individuals. For example, I have noticed situations such as the following when a committee member says something to manipulate others on the committee:

a. "We do not have time for that now." This is said by a committee member who may find much time for random talk, but cuts a presenter off from further participation that is very directly related to what is being discussed.

b. "You have strayed from the topic which we need to get back to." This is said even though the subject matter presented is related to what was being said.

c. "Lets not repeat what has been said previously." It may be necessary to repeat to clarify ideas or bring committee members back to the topic being pursued. Or, the person making the critical remark may not want to have the contributor receive credit for excellent suggestions made.

d. "Lets quit beating a dead horse." This remark is made to prevent further discussion on an idea, unless there truly has been repetitious statements.

I believe a committee should be knowledgeable about techniques to manipulate and work in the direction of avoiding these kinds of situations. Why is this important? I want the best conclusions to come from a committee in which all have ownership therein. Thus it behooves committee members to include all in the decision making process. If at all possible, each committee meeting should be videotaped and analyzed by participants. I have heard numerous participants express evaluative statements when appraising their own performance in a playback of the video- tape. Comments such as the following have been made:

1. I felt that I did not allow others to participate as much as should

have been done. I interrupted too many times when others were speaking in the committee.

2. I was sorry that I cut off a person when more time should have been given to that person making a contribution.

3. I did not face all participants when discussing. It seems as if I was only talking to a few people.

4. I need to speak in complete sentences, rather than sentence fragments.

5. I sounded as if I was irritated at a comment made by a participant. I will need to try harder not to do this.

Poor rapport among selected committee members can certainly hinder quality participation. Faculty members should always try to establish good rapport with others from the day they are employed in an institution of higher education. Too frequently, there are faculty members who never speak to each other. It hinders interaction among individuals so that learning from others is not possible. Here again, I believe is an areas for inservice education. A university should have as a major goal whereby individuals communicate effectively with others and accept people with diverse attitudes, beliefs, and cultures. One of my criticisms of university administrators is that they lack the skills to work well with different value systems of people who truly think differently. Administrators in higher education need to be able to work with diverse personalities since they are in leadership roles. Faculty desire to have leaders who represent all members, not a sacred few. Too frequently, administrators choose a few to work with and the rest are not valued in discussion settings. For the latter, the self concept suffers and, no doubt, the quality of instruction and interaction among faculty members goes downhill. Acceptance and respect are a two way process between and among faculty and administrators. The best curriculum for students must be developed. This can only be done when administrators and faculty work cooperatively to solve problems.

Power Structure in Higher Education

As is always the case in organizations, there is a power structure involved in higher education. I would hope that expert power would be prized highly in the university setting. With expert power, the knowledgeable person possessing needed skills and attitudes is looked up to for guidance and direction. Then too, all participants in committee settings should develop expert power. An agenda, well prepared, prior to any meeting, assists individuals to study, analyze, and reflect upon what will be discussed. An unprepared person can not attain expert power in a committee setting. I recently sat in on a committee for a national organization in education in which the packet of materials, containing forty three pages, was handed out at the meeting which meets once a year. There was no way one could read that many pages at the meeting. Most committee members were then ill prepared for the three hour meeting. Better it would be if these materials had been mailed to committee members several weeks ahead of the national convention. I felt left out due to this being my first attendance as a member of this committee. There were two former presidents of the national organization as members of the committee who seemingly possessed expert power in making necessary decisions. However, the rest of the membership was not able to participate adequately. Each person then should have ample opportunities to attain expert power.

A person may be weak in deliberations within a committee due to the content in the discussion being completely outside of his/her area of expertise. For example, a modified degree program being considered in sociology without the assistance of instructors in sociology at the meeting makes for a lack of expert power. Instructors in sociology here must definitely assist others in making quality decisions. They become resource persons for others on the committee. Committee members need to have ample opportunities to understand and attach meaning to proposals presented within a group setting.

Let us consider other sources of power. Delegated authority, such

as an administrator whose professional job description emphasizes a leadership position, certainly has a vital role to play in developing committee competence. Administrators can influence decision making much due to their designated status. He/she should assist in releasing the creative skills and abilities of faculty. It is difficult in being a good leader in the educational arena. Faculty members desire leadership, but not coercion. Faculty wish to be involved in decision making which personally affects what they will be doing in terms of professional responsibilities. Administrators need to be careful in having undue power in committee decision making due to their designated role in higher education. They should facilitate quality discussions and encourage active participation by participants. Expert power is a key concept for administrators to stress in committee work. Acceptance of all faculty members is a must for university administrators. Administrators should be experts in conducting committee work. They need to have an inward desire to improve the quality of decision making. A relaxed environment should be in the offing when discussions are being conducted in a committee setting.

There are additional sources of power in the university setting and that is charismatic power. Persons of charisma possess social graces, charm, and radiance. They tend to be liked by many people in society. It would be good to have a blend of expert and charismatic power in human beings. Individuals tend to look up to charismatic people for leadership and guidance. However, expert power must come first when considering a power base in faculty meetings. A charismatic person may influence and do this readily, but one wants the best ideas possible as a result of committee endeavors. That is why expert power becomes so important. To have an excellent university curriculum, committee members need to be highly knowledgeable, skillful, and possess positive attitudes.

Beyond expert, designated, and charismatic powers, there is authoritarian power. Actually, authoritarian power can be present in any of the previously mentioned three kinds of power. For purposes of

discussion and evaluation, lets us consider it separately. The authoritarian individual desires to have a on street of communication. Thus the communication moves from the authoritarian person to others in a committee setting. He/she wishes to have followers only, not creative minds. An authoritarian person with designated status could have much negative influence in a committee setting. It behooves a designated person, such as a university administrator, to work in the direction of achieving harmonious relationships with faculty and emphasizing quality in the decision making arena. With video-taping of committee meetings, it is quite easy to identify the person who is dogmatic and dictatorial. Evaluating the results of the videotape can aid participants to assess each contribution made in terms of assisting the group to becoming increasingly democratic. Inservice growth in the university arena is a necessity if valid decisions are to be made on the committee level.

Acceptance of Others

How can committees function so that all are accepted and respected? What can be done to avoid rejection and a lack of harmony? Faculty members who do not speak to each other lose out on acquiring knowledge due to a lack of interaction. One can learn much from and by listening to other individuals. This is true if it is within or outside of committee endeavors. When university faculty retire, one item that is missed by many is the lack of opportunities to interact with other professionals in the academic world. I have heard many retirees say this. Thus there is joy in orally communicating with colleagues. It becomes uncomfortable emotionally if there is mistrust among faculty. There also is difficulty in carrying out the necessary functions of university personnel if disharmony and petty jealously are in evidence.

For positive interactions to accrue, faculty members should assist each other to achieve feelings of belonging. In committee work, individuals desire to feel they belong. Belonging to a group develops committee cohesiveness. Opportunities then increase when emphasizing group dynamics. With quality group dynamics involved, a committee

moves forward toward harmonious goal attainment. This does not eliminate or minimize feelings of creativity. Within the framework of respect toward others, committee members need to express unique ideas and yet reach group consensus through discussions. Creativity is necessary so that the best ideas possible come from committee members. New ideas are needed from participants in committees so that the best curriculum possible is available for university students. Ideas are modified as they are considered and reflected upon. Additional contributions by faculty assist in the modification process. New ideas presented tend to stress cognitive dissonance within individuals. Thus what was formerly adhered to needs changing due to a lack of congruence with previously held ideas. Feelings of belonging then aid the committee member to feel comfortable in presenting unique ideas in the committee setting.

In addition to developing feelings of belonging, individuals also desire self esteem. Thus a person wishes to be recognized for accomplishments and contributions made. Talents and abilities of individuals should always be recognized. If they are not recognized, other committee members lose out on strengths to make better decisions. Feelings of antagonism toward contributions of others hinders committee progress. We want the best decisions possible form committee members. This can only be possible if strengths (expert power) of individuals are used. One should give credit where credit is due. Positive reinforcement is then in evidence.

Security needs are salient for faculty to experience. Too many changes can be emphasized at one time or over a period of time. It is good to make changes when there is a need to do so, after diagnosis has been emphasized. Faculty and administration must make changes when necessary in different facets of the university curriculum. Otherwise a university can become an outdated and outmoded institution. But to emphasize and implement modifications and restructuring continuously make for situations in which faculty may well develop feelings of insecurity. To do well in the instructional and

committee arenas, there needs to be a certain amount of stability. Thus a balance needs to exist between change and stability in the university curriculum. This balance must be felt by the university community.

With belonging, esteem, and security needs met, the chances are that faculty will be better able to acquire knowledge and skills, resulting in an improved curriculum for faculty, administrators, and students. To achieve optimally for all certainly is a quality goal for the university community to attain.

In Conclusion

Faculty members should be involved in decision making in which the outcomes here are truly those that have been arrived at in a democratic manner. Each committee member then has had adequate input into the final decision, arrived at by the involved committee. Negative comments made toward the contributions of others must be eliminated. Comments such as these hinder communication; the best decisions are not arrived at when positive statements are lacking. Respect and acceptance if all committee members is a must. Feelings of belonging, esteem, and security should be inherent on the part of participants when working in a committee setting. These feelings assist faculty in achieving more optimally.

Expert power needs to be accepted in a committee setting. Charismatic power is desirable if coupled with expert power. Authoritative power should definitely be minimized or eliminated. Designated power involving administrators should stresses expert power in decision making. The university community should function in an optimal manner so that students experience the best curriculum possible.